

Language Development Lesson Plan Form
Weeks of 1 (7/6)

Teacher: Hueiling Chen

Big Idea/Unit Theme: Discover our world in numbers

Lesson Topic: Counting: more and less, bigger and smaller

Focal Points: Number and Operations: Developing an understanding of whole number relationships, including grouping in tens and one

Learning Objectives: Students will...

Content: count and compare numbers 1-50

Recognize Chinese numbers 1-10

Understand the difference of Chinese numbers and Arabic numbers

Compare by using a bar to show more and less

Culture: Know the Chinese numbers

know that red beans and green beans are Asian food for snack (soup)

Language:

Content-Obligatory

Express in Chinese: I know, I can write Chinese numbers, I can count, red beans are bigger, green beans are smaller, green beans are more, red beans are less, I guess,

Report findings in Chinese: *Red bean is ____.*

Make comparison in Chinese: *Red bean is ____ than green beans.*

Content-Compatible

Make suggestions: Let's try, one more time

Express an opinion: Yes, no,

Learning Strategies: using imagery

Social/Affective:

Peer interaction: to practice content-obligatory and content-compatible language with peers

Learning experiences/instruction

Materials: Chinese numbers 1-10, one bag of red beans and green beans for pair, marker, chart, regalia of fruit, tennis rack toy

Time Frame: 60 minutes

Learning Activities & Procedure:

Pre-view Phase:

- Fill in the classroom calendar and students'
- A song of ten little friends to review number 1-10
- Show students the difference of Chinese numbers and Arabic numbers and explain when we use Chinese numbers
- Have students to play tennis to count how many times he/she hit the tennis ball, Each student record on the board the number each student hit. " I hit 20." " I hit 10" "20 is more than 10"
- Ask if the teacher play it, would the hit be more, the same or less.

Focused Learning:

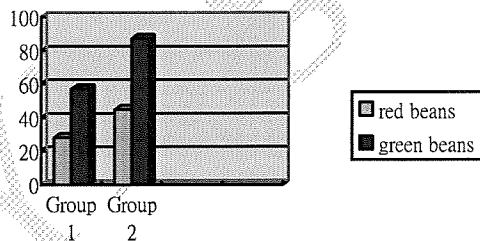
- Students work with a partner, counting the red beans and green beans with his/her partner and records information on the board. They said " There are ___red beans", "There are ___green beans.
- Students compare the two amounts for the red beans and green beans. "Red bean is ___than green beans." " Yes" "No" " One more time" " Let's try"
- Remind students to record the amount for the red beans and green beans on the board
- When students work with a partner, teacher circulates and monitors the usage of L2 for students. Teacher also provides the assistance for any needed language for students' needs in the context.

Expansion Phase:

- Record class data on a chart

	Red beans	Green beans
Group 1	28	57
Group 2	45	87

- Ask students to share their ideas of comparing the two amounts.
- Show them to organize data for the other chart



- Ask students what do you see from the chart, what is the difference between more and less?

Art crafts: Draw what activity we did today, including the record the amount of red beans and green beans and the comparison of two beans.

Differentiation:

- Manipulatives and immediate feedback enable all students to participate and learn.

Assessment:

- Participation in small and whole group activities.
- The completion of art crafts

Yinghua Academy

Language Development Lesson Plan Form
Weeks of 1 (7/7)

Teacher: Hueiling Chen

Big Idea/Unit Theme: Discover our world in numbers

Lesson Topic: Counting by 2's

Focal Points: Number and Operations: Developing an understanding of whole number relationships, including grouping in tens and one

Learning Objectives: Students will...

Content: count by 2's and order whole numbers 1-100
Recognize Chinese numbers 11-20
Understand of grouping of tens and ones

Culture: Know the Chinese numbers 11-20
Know a Chinese game called "wolf, wolf, what time it is?"

Language:

Content-Obligatory

Express in Chinese: I know, I can write Chinese numbers, I can count

Report findings in Chinese: All of us can count 1-100. How many students can count by 2's.

Content-Compatible

Make suggestions: Let's try, one more time. Please speak Chinese.

Express an opinion: Yes, no, It is hard. It is easy.

Learning Strategies: directed attention

Social/Affective:

Peer interaction: to practice daily conversation with peers such as "What is your name? How old are you? How many people are there in your family? I am a first Grader".

Learning experiences/instruction

Materials: cubes, Chinese numbers 11-20, 1-100 chart, chart, 3M label

Time Frame: 60 minutes

Learning Activities & Procedure:

Pre-view Phase:

- *Fill in the classroom calendar and students'*

- *Two songs of "ten little friends" and "Where is my friend?" to review number 1-10.*
- *Have students find the Chinese numbers and Arabic numbers in my classroom.*
- *Have students to greet each other related to self introduction. "What is your name? How old are you? How many people are there in your family? I am a first Grader".*
- *Make a chart by asking who is able to count 1-100.*
- *Ask who is able to count by 2's.*

Focused Learning:

- *Introduce 2's by drawing and using the cubes to explain the concept.*
- *Have students to use cubes to count 2's and label the number on the 1-100 chart.*
- *Play a game by reviewing the 2's in a circle by throwing a ball.*
- *Introduce Chinese numbers 11-20, the difference between Arabic number and Chinese numbers and the concept of tens and ones*
- *Play matching game for Chinese number 11-20 and writing game for tens and ones*

Expansion Phase:

- *Review the 2's in whole group.*
- *Students in pair to work on together to write down the numbers by 2's on the board.*
- *Discuss the numbers what they write down on the board.*
- *Play a game called "wolf, wolf, what time it is?" by reviewing the Chinese number 1-10.*

Differentiation:

- Manipulatives and immediate feedback enable all students to participate and learn.

Assessment:

- Participation in small and whole group activities.

Language Development Lesson Plan Form
Weeks of 1 (7/8)

Teacher: Hueiling Chen

Big Idea/Unit Theme: Discover our world in numbers

Lesson Topic: Counting by 5's

Focal Points: Number and Operations: Developing an understanding of whole number relationships, including grouping in tens and one

Learning Objectives: Students will...

Content: count by 5's and order whole numbers 1-100
Recognize Chinese numbers 20-30
Understand of grouping of tens and ones

Culture: Know the Chinese numbers 20-30
Know a Chinese game called "1,2,3, a wooded person"

Language:

Content-Obligatory

Express in Chinese: I know, I can write Chinese numbers, I can count by 5's.

Report findings in Chinese: The number of people can count by 5's. The number of people can count by 2's. The people who can count 5's is more than that of 2's.

Content-Compatible

Make suggestions: Let's try, one more time. Please speak Chinese. It is ok.

Express an opinion: Yes, no, It is hard. It is not hard. It is easy.

Learning Strategies: directed attention

Social/Affective:

Peer interaction: to practice daily conversation with peers such as "What is your name? How old are you? How many people are there in your family? I am a first Grader". What is your home phone number? My home phone number is 614-886-4531.

Learning experiences/instruction

Materials: cubes, Chinese numbers 20-30, 1-100 chart, chart, 3M label

Time Frame: 60 minutes

Learning Activities & Procedure:

Pre-view Phase:

- *Fill in the classroom calendar and students'*
- *Review two songs of "ten little friends" and "Where is my friend?"*
- *Have students find the Chinese numbers and Arabic numbers in my classroom.*
- *Have students to greet each other related to self introduction. "What is your name? How old are you? How many people are there in your family? I am a first Grader". My home phone number is 614-886-4531.*

Focused Learning:

- *Introduce 5's by drawing and using the cubes to explain the concept.*
- *Have students to use cubes to 5's and label the number on the 1-100 chart.*
- *Play a game by reviewing the 5's in a circle by movement.*
- *Introduce Chinese numbers 20-30 and the concept of tens and ones*
- *Play matching game for Chinese number 20-30 and writing game for tens and ones*

Expansion Phase:

- *Review the 2's, 5's in whole group.*
- *Play the game of "1,2,3, a wooded person" Student A stands in front and count 123, stop, the rest of students stop. Student A said "I would like to catch student B when I count to 20 by 5's.*
- *Make a chart by asking who is able to count by 2's and 5's.*
- *Discuss which one is hard? Which one is easy? by 2's and 5's.*

Differentiation:

- Manipulatives and immediate feedback enable all students to participate and learn.

Assessment:

- Participation in small and whole group activities.

Language Development Lesson Plan Form
Weeks of 1 (7/9)

Teacher: Hueiling Chen

Big Idea/Unit Theme: Discover our world in numbers

Lesson Topic: Counting by 10's

Focal Points: Number and Operations: Developing an understanding of whole number relationships, including grouping in tens and one.

Learning Objectives: Students will...

Content: count by 10's and order whole numbers 1-100

Recognize Chinese numbers 30-40

Understand of grouping of tens and ones

Culture: Know the Chinese numbers 30-40

Know a Chinese game called "躲猫猫"by counting 1-10

Language:

Content-Obligatory

Express in Chinese: I know, I can write Chinese numbers 30-40, I can count.

Report findings in Chinese: The number of students can count by 2's.

The number of students can count by 5's. The number of students can count by 10's. We are great because we can draw chart.

Content-Compatible

Make suggestions: Let's try, one more time. Please speak Chinese. It is ok.

Express an opinion: Yes, no, It is hard. It is not hard. It is easy. It is not easy.

Learning Strategies: evaluating

Social/Affective:

Peer interaction:

To practice daily conversation with peers such as "What is your name? How old are you? How many people are there in your family? I am a first grader". My home phone number is 614-886-4531.

Learning experiences/instruction

Materials: cubes, Chinese numbers 30-40, 1-100 chart, chart, 3M label, 4 bags of cube, Math Little book

Time Frame: 60 minutes

Learning Activities & Procedure:

Pre-view Phase:

- *Fill in the classroom calendar and students'*
- *Review the number by the song "Take exercise!" and "Where is my friend?"*
Review the Chinese numbers and Arabic numbers by a writing game.
- *Have students to greet each other and self introduction. "What is your name? How old are you? How many people are there in your family? I am a first grader". My home number is _____. Today is _year, _month, __day.*
- *Make a chart by asking who is able to count by 2's, 5's and 10's.*

Focused Learning:

- *Introduce 10's by drawing and using the cubes to explain the concept.*
- *Have students to use cubes to count 10's and label the number on the 1-100 chart.*
- *Play a game by reviewing 10's by sitting on the number when I do the movement.*
- *Introduce Chinese numbers 30-40 and review the concept of tens and ones*
- *Play a Chinese game called "躲猫猫"by counting 1-10.*

Expansion Phase:

- *One bag of cubes given to two students who work in pair to count 10's.*
- *Discuss the number what they write down and compare which number is biggest or smallest.*
- *Draw the concept of 2's, 5's and 10's in the math little book.*

Differentiation:

- *Manipulatives and immediate feedback enable all students to participate and learn.*

Assessment:

- *Participation in small and whole group activities.*
- *The drawing of the math little book.*